


**Understanding the Relationship Between Staff Wellness and Effective Teaching Practices**

October 23, 2018

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 NATIONAL CENTER ON  
Early Childhood Development: Teaching and Learning

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**Session Objectives**

At the end of this presentation, you should be able to:

- Discuss the role that stress plays in the lives of adults and children
- Understand the relationship between staff wellness and effective teaching practices
- Discover how effective teaching practices support emotionally supportive, positive climates for all children

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**Session Agenda**

Here's what we're doing today:

- A Tale of Two Teachers
- What Might Help?
- A Typical Picture of Child Stress
- What Might Help?
- Closing

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**Effective Interactions & Child Outcomes – House Framework**



- Providing nurturing, responsive, and effective interactions and engaging environments for children
- Implementing research-based curriculum and teaching practices
- Using screening and ongoing assessment of children's skills
- Individualizing teaching and learning
- Engaging parents and families

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**A Tale of Two Teachers**



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**A Tale of Two Teachers**



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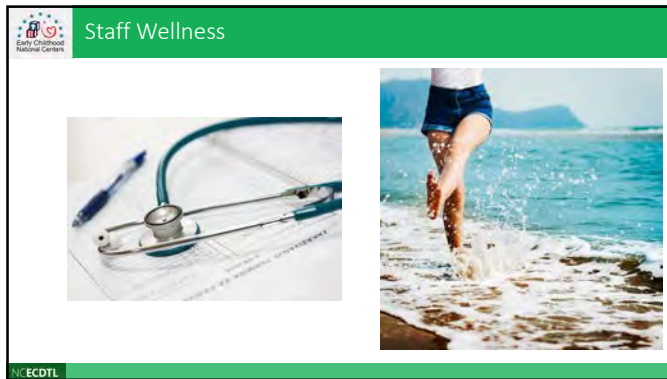
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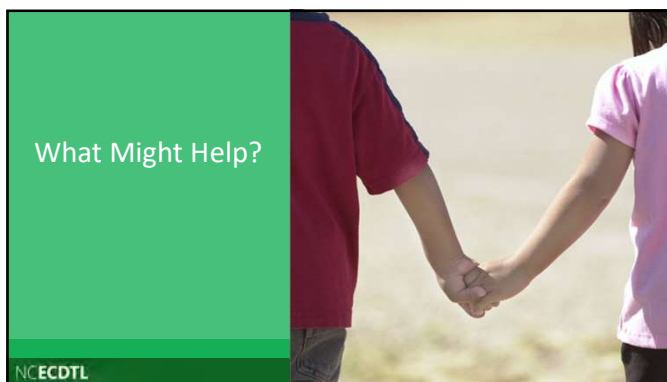
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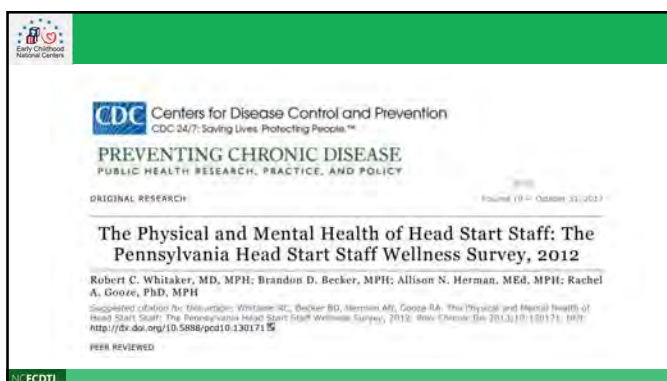
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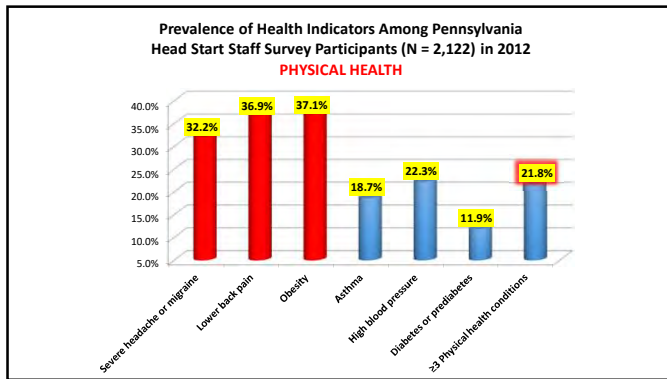
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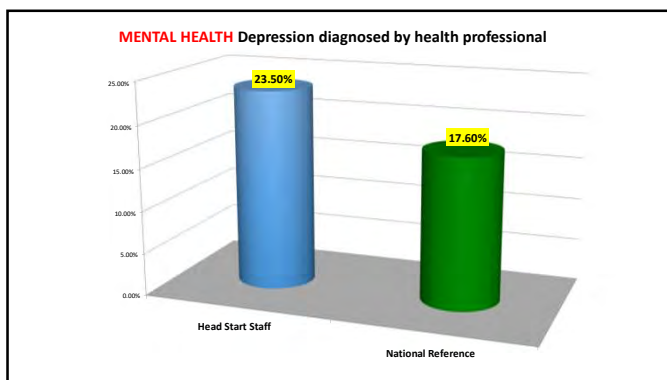
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**Wellness**

**Growth**

**Absence of Illness**

**Balance**

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**What is Wellness?**

- A conscious, self-directed and evolving process of achieving full potential.
- Multi-dimensional and holistic, encompassing lifestyle, mental and spiritual well-being, and the environment.
- Positive and affirming

**Wellness is an active process. It requires awareness and directed, thoughtful attention to the choices we make.**

Source: The National Wellness Institute. [http://www.nationalwellness.org/index.php?tid\\_tier=2&id\\_c=26](http://www.nationalwellness.org/index.php?tid_tier=2&id_c=26)

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**POLL**

- Which of the following occurs when you have a flat tire...  
 Difficulty steering  
 Ride is bumpy and shaky  
 Causes a wreck  
 Increases my stress

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**Think of Your Experience With...**

**FLAT TIRES**



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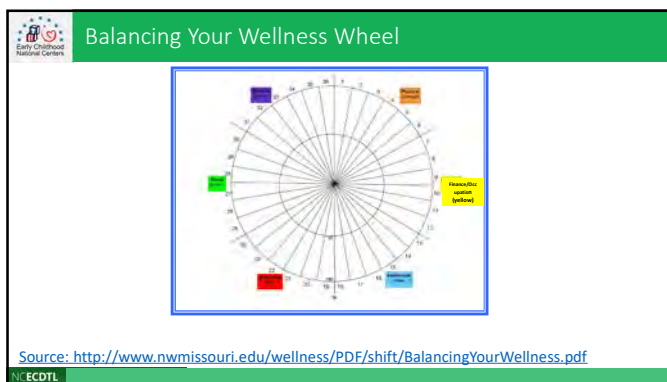
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**Mindfulness is...**

- “Paying attention in a particular way: on purpose, in the present moment, and non-judgmentally” (Kabat Zinn)
- Doing the things we usually do, like observing, interacting, eating, walking, sitting, but with more awareness



**EarlyEdU Mindfulness:** <https://eclkc.ohs.acf.hhs.gov/video/mindfulness-resilience-practice>

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 Mindfulness is not...

- a religious practice
- a set lesson or curriculum
- only about relaxation but also about actively engaging the body
- only about positive thinking but also impacts executive function and other high-level brain capacities

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 Why Mindfulness?

Improves mental and physical health



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 Children Who Practice Mindfulness Have...

- Increased executive function skills including:
  - ~Focused attention
  - ~Enhanced cognition
  - ~Mental flexibility
  - ~Emotional literacy
- Increased Self regulation
  - ~Impulse control
  - ~Self-initiated behavior compliance
  - ~Persistence





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
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 Mindful Self-Regulation



Helps us stay balanced so we can be fully present for the children



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 ABCs of Mindful Self-Regulation (MSR)

Awareness  
Balance  
Connection



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**Activity: Reading MSR Cues**

**MOVE FROM MSR:**  
What am I like when I'm feeling balanced and regulated?

- Body
- Feelings
- Thoughts
- Behavior

**GO TO MSR:**  
Complete Column #2

- Body
- Feelings
- Thoughts
- Behavior

Find a partner and share strategies you use to go back to MSR-jot down and new ideas.

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**A Typical Picture of Child Stress**




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**Brendan's Story**


**Scenario Information Sheet**

**Brendan and his family**

Brendan is a three-year-old boy who lives with his mother and father and older brother. Brendan enjoys spending time building with blocks, looking at books and he loves to dance to almost any music. With his brother sometimes plays with his brother. His parents report that he the most part, he does not seem very interested in playing with children. They wonder if this is because he does not talk very much and when he does talk, it is difficult for them to understand what he saying. Brendan's parents are concerned about his speech and his behavior. They report that when they ask Brendan to do things, like clean up his toys or wash his hands, he resists and often drops to the ground to protest and often tantrums. Brendan's tantrums have become such an issue for his parents that they have started to limit their family outings—most things like going to the store or the library are difficult for them.

Following up on their pediatrician's advice, Brendan's parents have enrolled him in a local Head Start program to help him with his communication and social skills.

*© 2015 NCECDL. All rights reserved. Brendan is a fictional character created for educational purposes.*




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 **Brendan's Story**



[http://csefel.vanderbilt.edu/resources/parent/mod6/v3a\\_02.mpg](http://csefel.vanderbilt.edu/resources/parent/mod6/v3a_02.mpg)

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 **POLL**

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 **Challenges**

Brendan:


- Transitions
- Communication


Family:

- Concerns: Speech & Behavior
- Isolation
- Frustration

Teachers:

- Disruptive Classroom Behavior
- Aggression towards others



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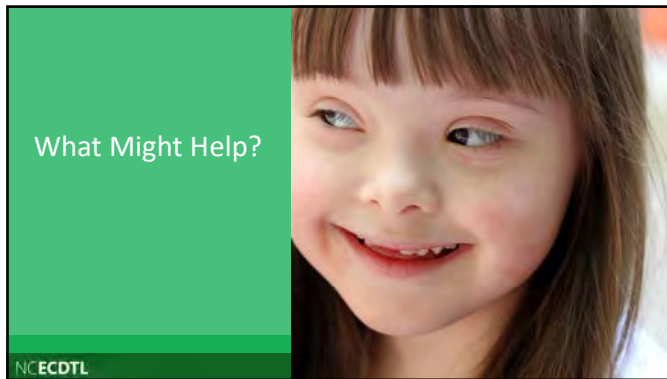
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 Effective Interactions - Being Present



- Quiet the static and focus, clear your mind
- Adjust to the child's temperament and be aware of your own
- Think about children's preferences and interests
- Be mindful of a child's culture and language

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 Infant and Early Childhood Mental Health Consultation

IECMHC is a multi-level preventive intervention that teams mental health professionals with people who work with young children and their families to improve children's social, emotional, and behavioral health and development.

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**Organization of the Learning Environment**

Learning Environment Organization

- organization and management of children's behavior
- time and attention in the learning environment

Well Organized Learning Environments Feature:

- consistent schedules,
- well-designed learning centers,
- established routines, and
- sensitive and appropriate guidance strategies.
- staff work together as a team.

**Organization of Home Learning Environment**

- These same group care considerations can inform conversations home visitors can have with families.

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**Individualizing Teaching and Learning Strategies**

- Modeling
- Prompting
- Reinforcing
- Scaffolding
- Embedding Interventions



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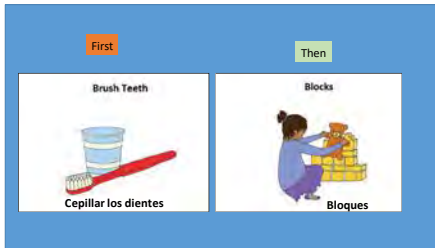
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**Teaching Practices: Visual Cues**



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**Teaching Practices: Visual Cues**

**Defining Boundaries**



Adapted from 

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**Teaching Practices: Visual Cues and Teacher Support**



- Embedding interventions
- Prompting
- Reinforcement

[http://headstartinclusion.org/sites/default/files/01\\_15m\\_inclusion\\_inservice/09\\_pins/video/pins\\_following\\_directions\\_fly.html](http://headstartinclusion.org/sites/default/files/01_15m_inclusion_inservice/09_pins/video/pins_following_directions_fly.html)

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**Brendan : After**



F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.

INS4: Plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

INS5: Embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

[http://csefel.vanderbilt.edu/resources/parent/mod6/v3a\\_05.mpg](http://csefel.vanderbilt.edu/resources/parent/mod6/v3a_05.mpg)

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 Putting It All Together





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
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 Resources: Wellness Assessments

- Frank, Jennifer & Jennings, Patricia & Greenberg, Mark. (2015). Validation of the Mindfulness in Teaching Scale. Mindfulness. 7. 10.1007/s12671-015-0461-0.
- B. Hudnall Stamm, 2009. Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL). /www.isu.edu/~bhstamm or www.proqol.org.
- The WHOQOL Group. The World Health Organization Quality of Life assessment (WHOQOL): position paper from the World Health Organization. Soc. Sci. Med., 41, 1403, 1995.



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Contact us at  
ecdtl@ecetta.info or  
call (toll-free)  
1-844-261-3752



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### Mental Health Resources for Staff and Families

The Mental Health Consultation Tool:

- <https://eclkc.ohs.acf.hhs.gov/mental-health/learning-module/mental-health-consultation-tool>

Promoting Children's Social and Emotional Well-Being

- <https://eclkc.ohs.acf.hhs.gov/mental-health/article/promoting-childrens-social-emotional-well-being>

Promoting Staff and Family Well-Being

- <https://eclkc.ohs.acf.hhs.gov/mental-health/article/promoting-staff-family-well-being>

Nurture Them, Nurture Yourself

- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/nurture-them-nurture-yourself.pdf>

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### 15-Minute In-service Suites: Well-Organized Classrooms

- **Managing the Classroom**
- Classroom Transitions: <https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions>
- Schedules and Routines: <https://eclkc.ohs.acf.hhs.gov/video/schedules-routines>
- Designing Environments: <https://eclkc.ohs.acf.hhs.gov/video/designing-environments>
- **Behavior Guidance**
- Stating Behavioral Expectations: <https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations>
- Redirecting Behavior <https://eclkc.ohs.acf.hhs.gov/video/redirecting-behavior>
- Problem Solving in the Moment: <https://eclkc.ohs.acf.hhs.gov/video/problem-solving-moment>

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### Additional 15-Minute In-Service Suites

- **Building Relationships**
- Fostering Connections: <https://eclkc.ohs.acf.hhs.gov/video/fostering-connections>
- Being Aware of Children's Needs: <https://eclkc.ohs.acf.hhs.gov/video/being-aware-childrens-needs>
- Creating a Caring Community: <https://eclkc.ohs.acf.hhs.gov/video/creating-caring-community>
- **Embedded Learning**
- Break It Down: Turning Goals into Everyday Teaching Opportunities: <https://eclkc.ohs.acf.hhs.gov/video/break-it-down-turning-goals-everyday-teaching-opportunities>
- The Teaching Loop: <https://eclkc.ohs.acf.hhs.gov/video/teaching-loop>

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